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ABSTRACT

A study was conducted to determine the extent to which public school teachers of kindergarten through grade 6 have experienced formal evaluations in their current school and the procedures employed in evaluating teacher performance. The nationally representative Survey on Teacher Performance Evaluations was administered to approximately 1,000 elementary school teachers in the spring of 1993. Findings include the following: (1) most teachers (89 percent) believe their last performance evaluation provided an accurate assessment of their teaching performance; (2) 94 percent reported that evaluation criteria were known to them prior to assessment; (3) 92 percent reported that their most recent evaluation included classroom observations; (4) while 99 percent said that subject matter knowledge should be a consideration in performance evaluation, only 65 percent said it had been considered in their most recent evaluation; (5) most teachers perceived that their evaluators were competent to judge performance in selected aspects of teaching; and (6) three-fourths of the sample indicated that determining teachers' pay levels was not an objective of evaluations at their school, and 50 percent agree that this should not be an objective. Fourteen statistical tables of estimates and standard errors and a sample copy of the survey instrument are appended. (LL)

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Public Elementary Teachers' Views on Teacher Performance Evaluations

FRSS
Fast Response Survey System

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Statistical Analysis Report March 1994

Public Elementary Teachers' Views on Teacher Performance Evaluations

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U.S. Department of Education
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March 1994

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Highlights

Findings from a nationally representative survey of approximately 1,000 public elementary school teachers conducted in the spring of 1993 contain the following highlights:

- Most teachers (89 percent) believe their last performance evaluation provided an accurate assessment of their teaching performance. Seventy-four percent thought their last evaluation had been useful for improving their teaching (table 5).
- A large majority of teachers (94 percent) reported that the criteria used for evaluating their performance were known to them prior to the evaluation process (table 2).
- Ninety-two percent of teachers reported that their most recent evaluation included classroom observations that received a formal rating, and 69 percent said that informal observations were part of the last evaluation (table 2).
- While 99 percent of elementary teachers said that subject matter knowledge should be a consideration in evaluating performance, only 65 percent said it had been considered to a great extent in their most recent evaluation (table 3).
- Most teachers perceived that their evaluators were competent to judge their performance in selected aspects of teaching (table 3).
- Three-fourths of public elementary school teachers reported that determining teachers' pay levels was not an objective of teacher performance evaluations at their school when they were last evaluated, and 50 percent agree that this should not be an objective (table 6).

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Background

The evaluation of teaching performance is regarded as an important means of promoting excellence in education. As one researcher has noted, "The public has come to believe that the key to education improvement lies as much in upgrading the quality of teachers as in revamping school programs and curricula" (Darling-Hammond 1990, 18). The increased importance attached to the evaluation of teaching can be seen in various events that occurred during the 1980s, such as the adoption by most states of teacher testing programs for certification, the establishment of a National Board for Professional Teaching Standards, major revisions to the National Teacher Examinations, and the development by many states of guidelines for teacher evaluation (Millman and Darling-Hammond 1990). The purposes of teacher evaluation are generally divided into two major goals: formative and summative (Millman 1981, Bickers 1988, Millman and Darling-Hammond 1990). Improving classroom teaching and fostering professional development are examples of the formative goals of teacher evaluation. Evaluations can also be used to achieve summative goals, such as setting standards by which employment and compensation decisions are made and removing incompetent teachers from the classroom.

Most educational administrators and teachers agree that evaluations must be used constructively before they can be effective in improving educational excellence. The extent to which teachers know the criteria and procedures for performance evaluation, view their evaluations as useful to their professional development, and perceive the objectives of the evaluation process at their school as consistent with the objectives that they regard as meaningful may affect the success of teacher performance evaluations in improving the quality of education in the United States (Darling-Hammond, Wise, and Pease 1983).

Efforts are underway to help schools throughout the nation improve measurement criteria, instruments, and procedures for evaluating the performance of their teachers and to train educators and administrators in the use of valid evaluation measures (Dwyer and Stufflebeam forthcoming). Research has been conducted to assess the current patterns of teacher performance evaluations, including case studies on school and district policies (Wise et al. 1984; Stiggins and Duke 1988). However, there is little, if any, national data from the teacher's perspective: how do teachers view the evaluation practices and procedures at their schools and what are their opinions on various aspects of their performance evaluations?

To provide data to fill this gap, the Survey on Teacher Performance Evaluations was commissioned by the National Center for Education Statistics (NCES). The Office of Research, U.S. Department of Education, requested the survey to provide data for the Center for Research on Educational Accountability and Teacher Evaluation (CREATE), a component of The Evaluation Center at Western Michigan University's College of Education. CREATE is a national research and development center funded by the Office of Educational Research and Improvement of the U.S. Department of Education. CREATE serves as a focal point for efforts to strengthen educational services by improving teacher performance evaluations and developing other strategies

(Stufflebeam 1991). The survey was conducted by Westat, Inc., using the Fast Response Survey System (FRSS), which was established by NCES to collect small quantities of data needed for educational planning and policy. Data were collected from a national sample of public school teachers of kindergarten through grade 6 who were asked to report on the most recent teacher performance evaluation they had received. More information on the survey methodology is contained in the final sections of this report.

This report presents data on the extent to which public school teachers of kindergarten through grade 6 have experienced formal evaluations in their current school and the procedures that their schools employ in evaluating teacher performance. This survey included only elementary school teachers because their experience was likely to differ from that of secondary school teachers. A Fast Response survey does not permit a large enough sample size to compare the two groups. Teachers' assessments of the outcomes of their last teaching performance evaluation are also presented. In addition, the report gives the perspectives of teachers on the aspects of teaching that were actually considered in evaluating their teaching performance, the aspects that they believe should be considered, and the appropriate uses of formal teacher performance evaluations.

Data are given for all teachers of kindergarten through grade 6 who are in at least their second year of teaching at their current school and who have been formally evaluated at least one time at that school. (Only teachers in at least their second year at their current school were sampled because first year teachers may not have had the opportunity to have completed a formal evaluation.) Data are also presented by selected teacher and school characteristics. The specific characteristics were chosen because CREATE's experience indicated they might show variation in perspectives on teacher performance evaluation. Data were not analyzed by sex and race due to small sample sizes for males and minorities. Approximately 84 percent of public elementary school teachers are female, and 73 percent are white, non-Hispanic. (Schools and Staffing in the United States: A Statistical Profile 1990-91) Teacher characteristics were obtained from the teachers in the survey and school characteristics were obtained from the Common Core of Data (CCD) Universe of Public Schools.

Teacher characteristics

- *Teacher certification status when last evaluated:* advanced, standard, probationary or temporary.
- *Grade*: K through third, fourth through sixth.
- *Number of years teaching in current school*: 1 through 4, 5 through 10, 11 or more.

School characteristics

- *Enrollment size of school*: less than 400 (small), 400 to 600 (medium), more than 600 (large).
- *Urbanicity of school*: city, urban fringe, town, rural. Urbanicity categories are defined in the survey methodology section of this report.

Survey findings are organized into six sections. The first section addresses teacher performance evaluation practices. Section two presents evaluation procedures. Section three gives teachers' opinions about the aspects of teaching that they think should be considered in performance evaluations. A discussion of the reasons for and outcomes of evaluations is contained in sections four and five, and a section on teachers' perspectives on the appropriate objectives of evaluations concludes the report.

Teacher Performance Evaluation Practices

Teacher performance evaluations are a common practice in the nation's public elementary schools; 98 percent of elementary teachers reported that they had been formally evaluated at least one time in the schools in which they are currently teaching. Of those teachers who had been evaluated,[1] 42 percent indicated that they had been evaluated 6 to 14 times in their current school, and 29 percent indicated that they had been evaluated 15 or more times (table 1).

Variations in the meaning of "formal evaluation" should be kept in mind when interpreting the number of evaluations a teacher has received. The definition of formal evaluation included on the questionnaire instructed respondents to answer with regard to the total and systematic process of performance evaluation within a given time period. This process might extend over the course of a semester or a year, or a longer period of time, and it might include several different procedures to evaluate various aspects of teaching performance. It would likely have some closure in the form of feedback to the teacher or a written report of the outcome. However, because the time period included in a formal evaluation might vary and because there were specific questions about whether or not feedback was received by the teacher, as well as the type of feedback that was received, those points were not part of the definition that was offered. Judging from the teachers' counts of the number of times they had been formally evaluated, some may view the formal evaluation process in a more fragmented manner. For example, each occurrence of classroom observation appears to have been counted as a formal evaluation by some respondents, even though they all may have been part of one year-long process. On the other hand, some teachers who were interviewed by telephone explained that early in their teaching careers they received formal evaluations several times a year, and as they gained experience, they were formally evaluated on a yearly or biennial basis. Seventy-two percent of teachers had received a formal evaluation during the 1992-93 academic year.

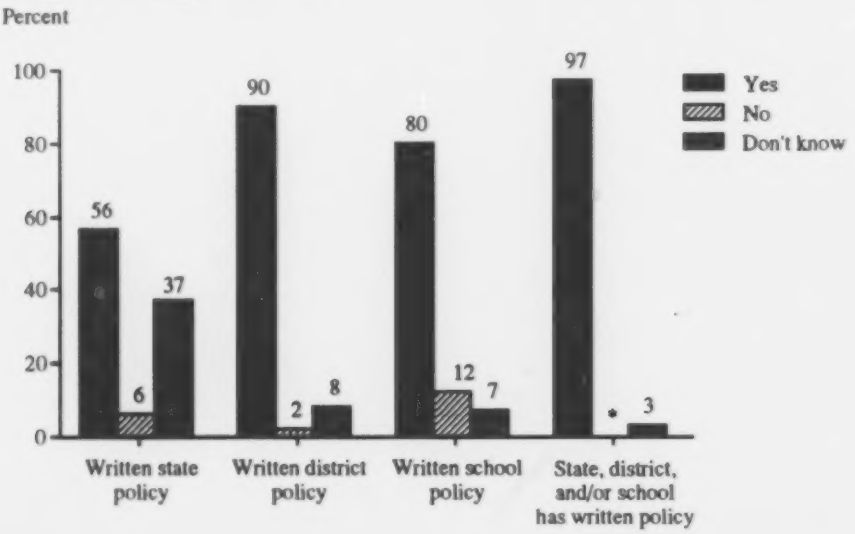
[1]Because so few respondents indicated they had not been formally evaluated, those cases were excluded from further analysis.

Nearly three-quarters of the teachers held a standard teaching certificate at the time they were last evaluated, about one in five held advanced certification, and only 5 percent were in probationary or temporary status (table 1). Findings related to certification status should be interpreted cautiously. The categories may have different meanings in different states, and teachers holding probationary or temporary status may be new employees in a state or district but not new to the teaching profession.[2]

Written Policies

A majority of teachers reported that written policies guide their teacher performance evaluations. Most common are the district-level policies, reported by 90 percent of teachers, and school-level policies, reported by 80 percent of the teachers. Although 56 percent of all teachers reported that their state has a written policy on evaluations, 37 percent said they did not know whether or not their state had a written policy on evaluations (figure 1). The existence of written state policies on teacher performance evaluations is associated with geographical region. Seventy-seven percent of teachers in the Southeast, 69 percent of those in the West, and only 36 percent of teachers in the Northeast and 33 percent in the Central region of the country knew that their state had a written policy on evaluations (figure 2). Approximately 3 percent of teachers were not aware of any written policy for their evaluations either at the state, district, or school level.

Figure 1.--Percent of public elementary school teachers reporting the existence of written teacher performance evaluation policies: 1993



*Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

[2]Only 49 teachers in the sample reported holding probationary or temporary certification. Because of this small sample size and the resulting large variances, apparent percentage differences shown in tables may not be statistically significant.

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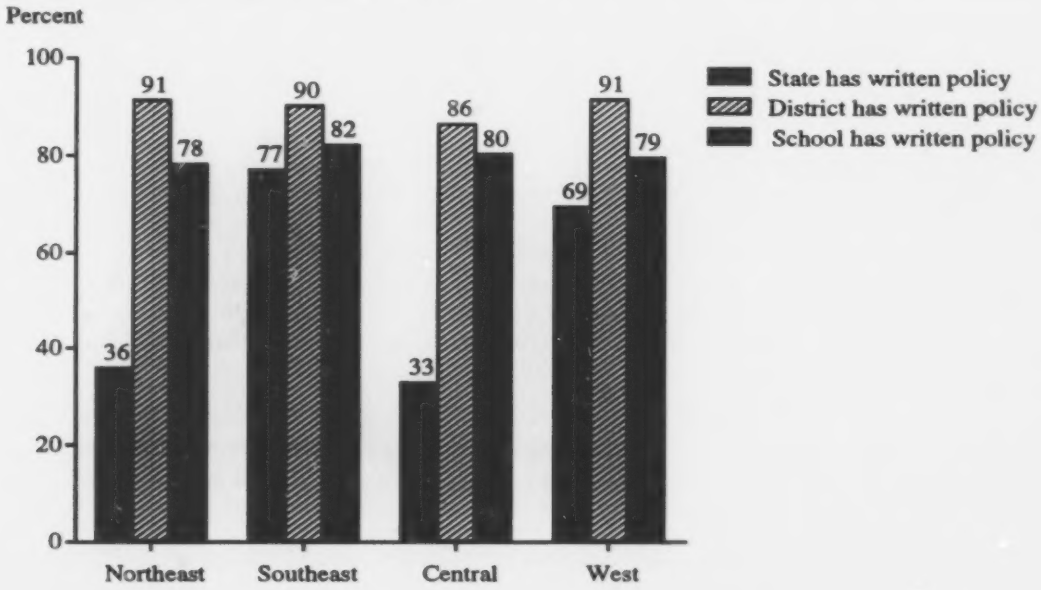
Figure 2.--Percent of public elementary school teachers reporting the existence of written teacher performance evaluation policies, by region: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Teacher Performance Evaluation Procedures

Evaluation procedures can encompass various indicators of teaching performance. A large majority of teachers, 92 percent, reported that their most recent evaluation included classroom observations that received a formal rating, and 69 percent said that informal observations were part of the last evaluation (table 2). Informal observations were more likely to be reported by teachers at schools enrolling less than 400 students than by teachers at schools having more than 600 students. Only 1 percent of teachers said videotapes of their teaching performance were evaluated.

Teachers say that their performance evaluations rarely include objective indicators of subject matter expertise. Only 4 percent of teachers reported that their scores on tests were considered in evaluating their teaching performance, and 19 percent said that portfolios of their work were evaluated. Also rarely included in the performance evaluation was input from students either in the form of student questionnaires or student test scores. Four percent of teachers said student test scores were considered as part of their evaluation process, and only 2 percent said student questionnaires were included.

Procedures for most teacher performance evaluations include establishing and disseminating criteria for the evaluation. Ninety-four percent of teachers reported that the criteria for evaluating their performance were known to them prior to the evaluation process (table 2). Likewise, most teachers received a verbal explanation (97 percent)

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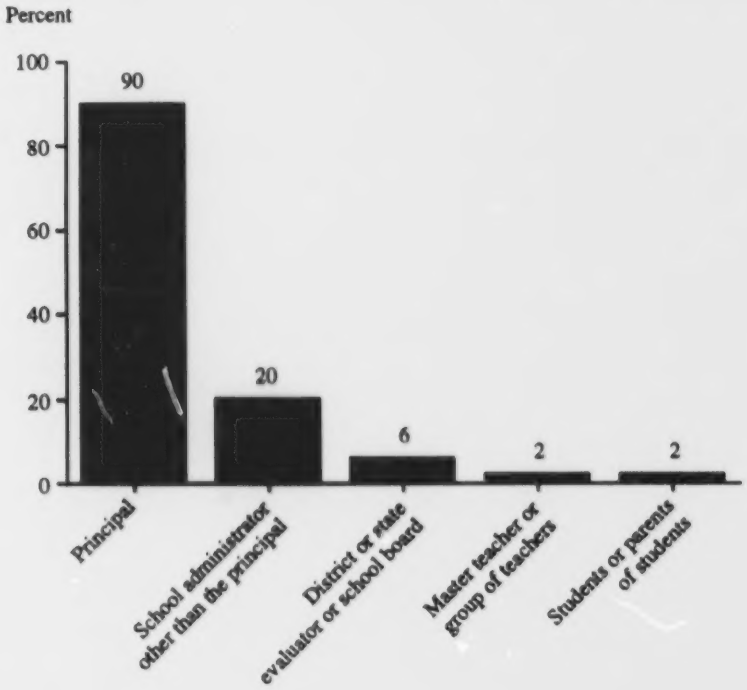
and a written report (91 percent) following their last evaluation. Eighty-seven percent of teachers reported that their school has an appeal process. Ninety-five percent can submit a written response to the evaluation that will become part of the teacher's permanent file; this right is more common for teachers in schools located in an urban fringe area than for those in city schools.

The vast majority of teacher performance evaluations are conducted by the school principal. Principals were involved in evaluating 90 percent of elementary school teachers, and a school administrator other than the principal was involved in evaluating 20 percent of teachers (figure 3). Other personnel named were district or state evaluators or members of the school board (by 6 percent of teachers), a master teacher or a group of teachers, and students or parents of students (both by 2 percent). In 89 percent of all evaluations the principal had the major role, in 9 percent another school administrator had the major role, and in 2 percent a district administrator had the major role in conducting the evaluation (figure 4).

Figure 3.--Percent of public elementary school teachers reporting who was involved in their last performance evaluation: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

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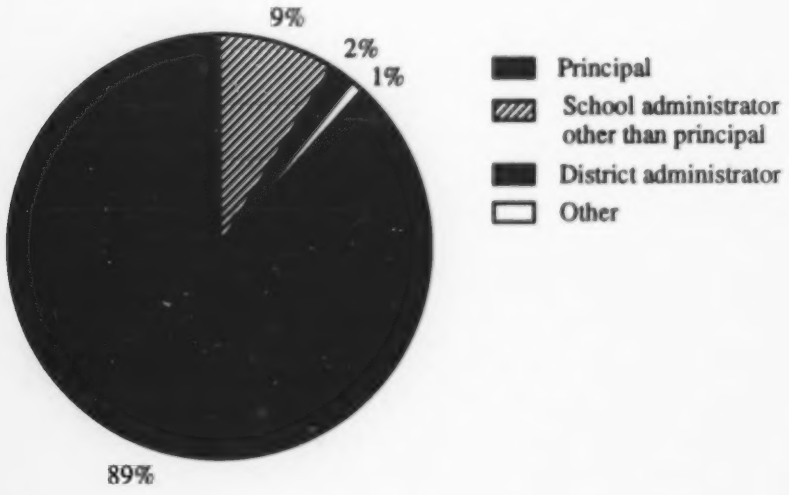
Figure 4.--Percent of public elementary school teachers reporting the evaluator with the most important role in the last teacher performance evaluation: 1993



NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Aspects of Teaching Considered in Evaluations

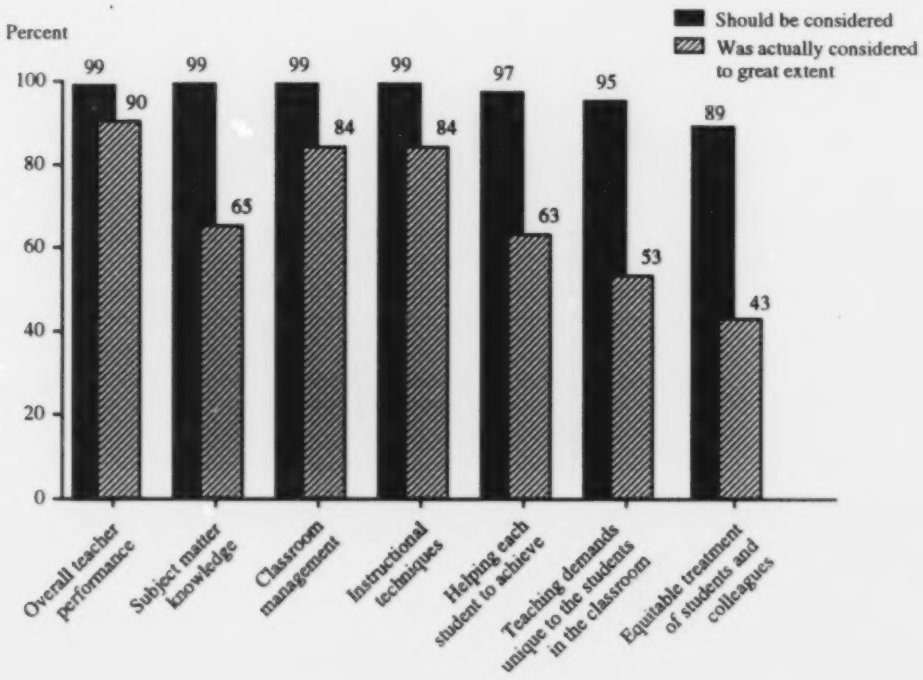
Elementary teachers were asked to assess 13 aspects of teaching that could potentially be taken into account when evaluating teacher performance. They were asked to report the extent to which each aspect had actually been considered in their most recent evaluation, and whether they think each aspect should be considered when evaluating a teacher's performance. More than 90 percent of elementary teachers said that the following six aspects of teaching should be considered in evaluating a teacher's performance: overall teaching performance (99 percent), subject matter knowledge (99 percent), classroom management (99 percent), instructional techniques (99 percent), helping each student achieve according to his or her ability (97 percent), and teaching demands unique to students in the classroom (95 percent). Somewhat smaller percentages named equitable treatment of students and colleagues (89 percent), professional development activities (80 percent), and cooperation with other school personnel (78 percent) as important factors to consider. Neighborhood or school problems affecting one's teaching, involving parents in the learning process, grading methods, and test construction skills were cited by 69 percent, 65 percent, 56 percent, and 49 percent, respectively (table 3).

The six aspects of teaching that more than 90 percent of teachers said should be considered when conducting teacher performance evaluations were also cited as actually having been considered to a great extent during their most recent evaluations by the greatest percentage of

teachers. Over 50 percent of teachers reported that those six aspects -- overall teaching performance, subject matter knowledge, classroom management, instructional techniques, helping each student achieve according to his or her ability, and teaching demands unique to students in the classroom -- had actually been considered to a great extent (table 3 and figure 5). Forty-three percent of teachers reported that equitable treatment of students and colleagues was considered. However, for each of these aspects of teaching, there was a significant discrepancy between the percentage citing it as important to consider and the percentage citing it as actually having been considered to a great extent in their evaluations. For example,

- While 99 percent of elementary teachers said that subject matter knowledge should be a consideration in evaluating a teacher, 65 percent of teachers said it had been considered to a great extent.
- Although 97 percent of teachers believed that contributing to students' achievement should be a consideration, only 63 percent reported that it actually had been considered to a great extent in their last evaluation.

Figure 5.--Percent of public elementary school teachers indicating that various aspects of teaching should be considered and actually were considered to a great extent in their last teacher performance evaluation: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

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- Ninety-five percent thought that teaching demands unique to the students in their classrooms should be considered, but only 53 percent of teachers reported this aspect actually was considered to a great extent.

A majority of teachers reported four aspects of teaching had been considered only to a *small extent or not at all* when they were last evaluated. These were test construction skills (cited by 68 percent), grading methods (61 percent), neighborhood or school problems affecting one's teaching (60 percent), and involving parents in the learning process (57 percent).

Teachers were generally alike in their opinions as to what was and what should be considered in a teacher's evaluation. Few teacher or school characteristics were associated with the aspects of teaching that were actually considered to a great extent in the performance evaluations of elementary teachers. Some differences in opinion as to what was considered in evaluations were, however, associated with teacher certification status. A greater percentage of teachers holding advanced certification, 73 percent, than teachers with standard certification, 63 percent, reported that subject matter knowledge was considered to a great extent in their last evaluation (table 4). Similarly, a higher percentage of teachers with advanced certificates than with standard certificates (23 percent and 11 percent, respectively) reported that involving parents in the learning process was considered to a great extent. A greater proportion of teachers with advanced certificates (15 percent) than those with probationary or temporary certificates (4 percent) said that grading methods were considered to a great extent in their last evaluation.

Other differences were associated with the grade taught and with the urbanicity of the school. For instance, 56 percent of teachers of kindergarten through grade 3 reported that teaching demands unique to students in the classroom were considered to a great extent versus 48 percent of teachers of grades 4 through 6. Teachers at schools located in the urban fringe were more likely than teachers in rural schools to report that professional development activities had been considered in their last evaluation, while a greater percentage of teachers in cities than teachers in towns or rural areas said that neighborhood and school problems affecting their teaching were considered to a great extent. There was also a significant difference between teachers in urban fringe and rural areas, with a higher percentage of urban fringe than rural teachers reporting that neighborhood and school problems had been taken into consideration to a great extent at their last evaluation.

Evaluator Competency

Teachers were asked to rate the level of competency of the persons who last evaluated them on each of the 13 selected aspects of teaching. In general, evaluators were deemed competent to evaluate the aspects of teaching considered most important by teachers. Fifty percent or more said that their most recent evaluator was highly competent to evaluate the following nine aspects of teaching: overall teacher performance, subject matter knowledge, classroom management, instructional techniques, contribution to student achievement, teaching demands unique to the students in their classroom, equitable treatment of students and

colleagues, professional development activities, and cooperation with other school personnel (table 3).

Reasons for Teacher Performance Evaluations

Teachers were asked to identify all of the reasons for their last performance evaluation. The options were a regularly scheduled evaluation, for tenure, for a promotion, for merit pay, or because the teacher requested it, and teachers could choose more than one reason. Ninety-seven percent of teachers said that their most recent teacher performance evaluation was a regularly scheduled evaluation (table 5). Nine percent said their evaluation was conducted as part of the process of conferring tenure, and 6 percent reported that their evaluation would determine the award of merit pay. Less than 1 percent of teachers said the evaluation was done at the teachers' request. Not surprisingly, teachers with probationary or temporary status were more likely than teachers holding standard or advanced certificates to report that their last evaluation was conducted for the purpose of receiving tenure. The same was true for teachers with 4 years or fewer in service at the current school versus teachers who had taught at the school for 5 to 10 years or 11 years or more.

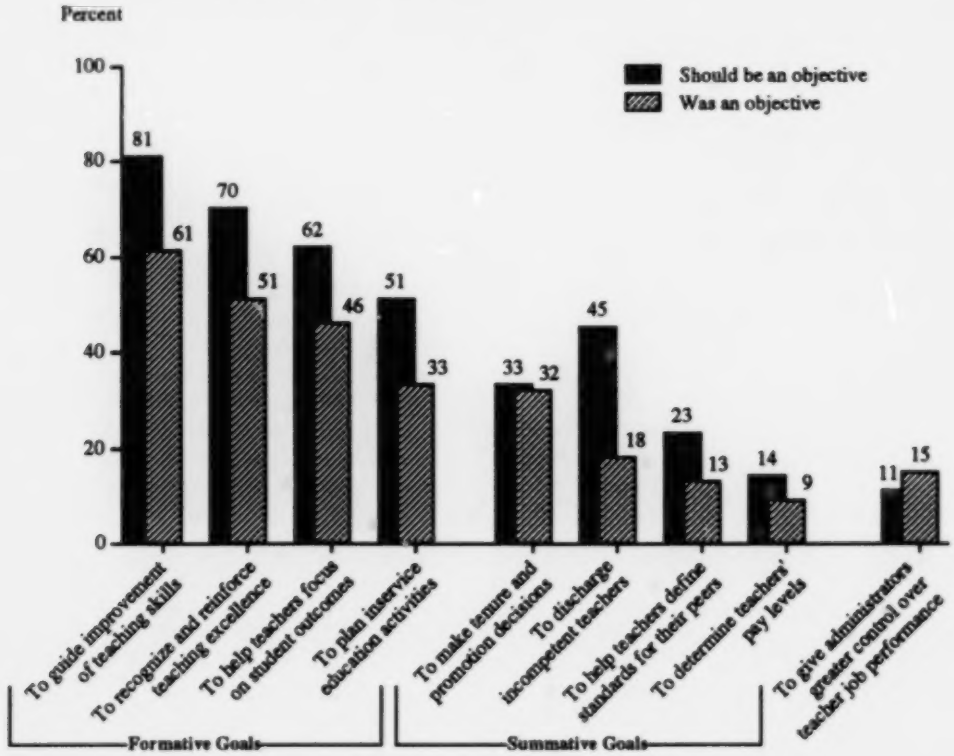
Outcomes of Teacher Performance Evaluations

Most teachers reported that positive outcomes followed their last teacher performance evaluation. Teachers believe that their evaluation presented an accurate picture of their teaching performance. This satisfactory outcome was reported by 89 percent of teachers. Sixty-three percent of teachers had the opportunity to design a plan for their professional development following their last teacher performance evaluation. The only significant difference among groups of teachers was that teachers with advanced certificates were more likely to say that they were given the opportunity to design such a plan than were teachers with standard certificates. Seventy-four percent of teachers thought that their last evaluation had been useful for improving their teaching skills.

Objectives of Teacher Performance Evaluations

Teachers' opinions were sought about nine possible objectives of teacher performance evaluations. Four of these objectives are formative, that is, they represent the more inclusive goal of encouraging the professional development of teachers. These are to guide improvement of teaching skills, to recognize and reinforce teaching excellence, to help teachers focus on student outcomes, and to plan inservice education activities. Four other objectives -- to make tenure and promotion decisions, to discharge incompetent teachers, to help teachers define standards for their peers, and to determine teachers' pay levels -- are summative goals involving personnel decisions. The ninth objective, to give administrators greater control over teacher job performance, does not fit into either category. Most teachers perceive that evaluations at their school are used to promote the development of improved teaching skills rather than to assist administrators and other teachers to make judgments affecting personnel decisions for teachers. Furthermore, most teachers do not believe that the latter goals should be objectives of performance evaluations at their schools (figure 6).

Figure 6.--Percent of public elementary school teachers reporting that various uses of teacher performance evaluations should be objectives to a great extent and were objectives to a great extent when they were last evaluated: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Formative Goals

A majority of teachers reported that formative goals, that is, goals associated with professional development (guiding improvement of teaching skills, recognizing and reinforcing teaching excellence, helping teachers focus on student outcomes, and planning inservice education activities), should be an objective to a great extent in teacher performance evaluations (table 6 and figure 6). However, approximately 20 percent fewer teachers reported that each of these four goals had been an objective to a great extent at their school when they were last evaluated. For example:

- Guiding improvement of teaching skills was cited by 81 percent of teachers as being an appropriate objective to a great extent, but only 61 percent of teachers said that it actually was an objective to a great extent in their last evaluation.

- While 70 percent of teachers believe that recognizing and reinforcing teaching excellence should be an objective of teacher performance evaluations to a great extent, 51 percent reported that it actually was an objective to a great extent when they were last evaluated.

Summative Goals

Smaller percentages of teachers cited goals associated with personnel decisions for teachers as having been an objective at their school. Furthermore, smaller percentages felt that summative goals should be objectives of teacher performance evaluations to a great extent than believed that of formative goals. The summative goals measured in this survey are to make tenure and promotion decisions, to discharge incompetent teachers, to help teachers define standards for their peers, and to determine teachers' pay levels. Despite more congruence between teachers' opinions and school objectives on these goals, there was a significant difference between teachers' perceptions of whether these should be objectives to a great extent compared to whether they actually were objectives to a great extent at the time of the last evaluation. This was true for each goal except the goal of making tenure and promotion decisions. For instance, 45 percent of teachers thought the goal of discharging incompetent teachers should be an objective of teacher performance evaluations to a great extent, but only 18 percent reported that it was actually an objective to a great extent when they were last evaluated.

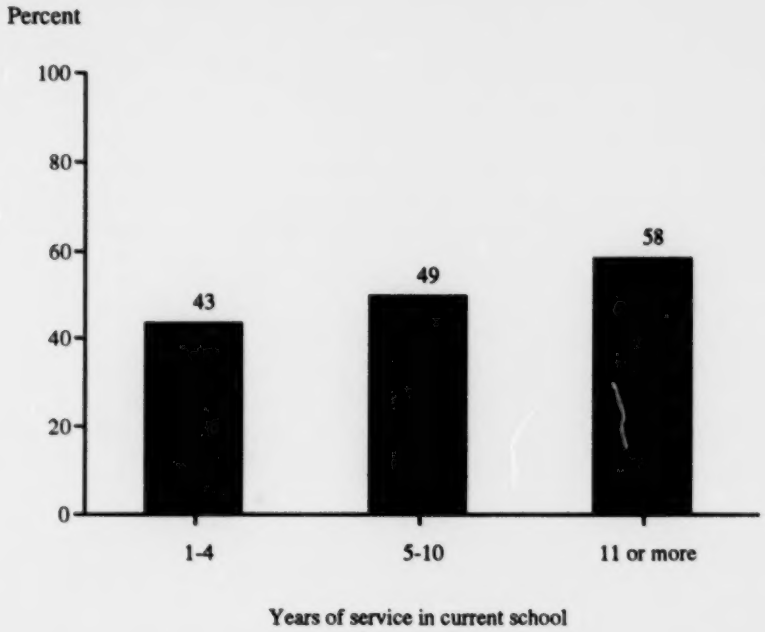
Administrative Control

The goal of giving administrators greater control over teacher job performance showed a different pattern from the other objectives. Eleven percent of teachers believed that giving administrators greater control over teacher job performance should be an objective to a great extent; however, 15 percent reported that it was actually an objective to a great extent when they were last evaluated.

Variations by Teacher and School Characteristics

Perhaps one of the most striking findings is that 75 percent of teachers reported that determining teachers' pay levels was *not at all* an objective at their school when they were last evaluated, and 50 percent agree that it should *not* be an objective to any extent (table 6). This opinion varies with years of service in the current school. Forty-three percent of teachers with 1 through 4 years of service versus 58 percent of those who have 11 years or more of service in the current school believe that determining pay levels should not be an objective of teacher performance evaluations to any extent (figure 7).

Figure 7.--Percent of public elementary school teachers reporting that determining pay levels should not be an objective of teacher performance evaluations to any extent, by years of service in current school: 1993



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Some opinions about goals that are objectives to a great extent in the evaluations teachers have experienced and those that teachers believe should be objectives to a great extent are associated with other teacher and school characteristics. For instance, teachers with probationary or temporary status are more likely than teachers with standard certification status to report that planning inservice education is an important objective of teacher performance evaluations at their schools. This is also true of teachers in schools with enrollments of more than 600 students versus schools with less than 400 students and of teachers in city schools versus those in rural schools. However, a greater percentage of teachers in schools located in towns than in schools in rural areas think planning inservice education should be an objective of evaluations. School size is associated with teacher belief that setting standards for peers should be an objective of teacher performance evaluations. A greater percentage of teachers in the largest schools (27 percent) than in the smallest schools (19 percent) believe that defining standards for peers should be an objective. However, urbanicity of the school is related to teachers' reporting that setting standards for peers is an objective to a great extent, with a greater percentage of teachers in cities and towns than teachers in rural areas reporting it as an objective of evaluations in their schools. Urbanicity is also related to reporting that the goal of evaluations to a great extent is helping teachers focus on student

outcomes. Fifty-seven percent of teachers in suburban schools report that this was a goal in their schools at the last evaluation versus 36 percent in rural areas. Finally, teachers with 11 or more years of service are more likely to report that discharging incompetent teachers is an objective at their schools than are teachers with fewer than 5 years of service (table 7), and teachers of 4th through 6th grade are more likely than teachers of kindergarten through 3rd grade to believe that it should be.

Summary

According to the reports of the national sample of public school teachers of kindergarten through grade 6 who participated in the Survey on Teacher Performance Evaluations, the practice of evaluating elementary school teachers is well established in the nation's schools. Teacher evaluation procedures are guided by written policies, particularly at the school and district levels. Evaluation criteria are known by most teachers prior to the process of performance evaluation, and most teachers are evaluated by their school principal, chiefly through formal and informal classroom observation. A large majority of teachers receive both written and verbal feedback following their evaluation, and most can submit a written response or file an appeal at their school.

Most teachers believe their evaluations are an accurate reflection of teaching performance and that they are useful for improving teaching. However, there was a discrepancy between teachers' views of aspects of teaching that should be evaluated and teachers' reports of the aspects of their performance that were evaluated. The greatest percentage of teachers reported that overall teaching performance, subject matter knowledge, classroom management, instructional techniques, helping students achieve, and unique teaching demands should be considered in evaluating a teacher's performance, but a significantly smaller percentage reported that those aspects of teaching were actually considered to a great extent in their last evaluation.

Teachers are most supportive of evaluations used to improve their own skills. Objectives related to improving the quality of teachers in the nation's schools in general, such as using evaluations to discharge incompetent teachers or, especially, to determine teachers' pay levels, met with less approval. However, more teachers thought these two objectives should be a purpose of teacher performance evaluations than reported they actually were at their schools.

Survey Methodology and Data Reliability

Sample Selection

A two-stage sampling process was used to select teachers for the FRSS Survey on Teacher Performance Evaluations. At the first stage, a stratified sample of 525 schools was drawn from the 1990-91 list of public schools compiled by the National Center for Education Statistics. This complete file contains about 85,000 school listings, including over 59,000 schools with grades 1 through 6, and is part of the NCES Common Core of Data (CCD) School Universe. Regular schools providing instruction in any of the grades 1 through 6 in the 50 states and the District of Columbia were included in the sampling frame.[3] Special education and alternative schools, ungraded schools, and schools in the outlying territories were excluded from the frame prior to sampling. With these exclusions, the final sampling frame consisted of approximately 59,000 eligible schools.

The sample was stratified by size of school, region (Northeast, Central, Southeast, and West), and urbanicity status (city, urban fringe, town, and rural). Within each of the major strata, schools were sorted by enrollment size, percentage of students eligible for free or reduced price lunch, and percentage of minority students. The allocation of the sample to the major strata was made in a manner that was expected to be reasonably efficient for national estimates, as well as for estimates for major subclasses. Schools within a stratum were sampled with probabilities proportionate to the estimated number of elementary teachers in the school.

It should be noted that the number of elementary teachers is not available in the CCD school file; the estimates for this figure were derived by applying an overall pupil-to-teacher ratio to the aggregate CCD enrollment counts to derive a rough measure of size for each school in the frame.[4] It should also be noted that the number of "eligible" schools included all schools that have any of the grades 1 through 6. Thus, a school coded as K-12 in CCD would be eligible for the first-stage selection; however, only teachers of kindergarten through grade 6 would be eligible for inclusion in the survey at the second stage of selection.[5]

Teacher Sampling

Each of the 525 schools in the sample was contacted during December 1992 and asked to provide a list of all elementary-grade teachers for sampling purposes. Eligible teachers included all full-time persons teaching a regular kindergarten through sixth grade class. Excluded from the list were part-time and itinerant teachers, substitute teachers, teachers' aides, special education teachers, special subject teachers (those teaching

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[3] Although kindergarten teachers in regular elementary schools were eligible for the survey, those in preprimary schools were not. Therefore, preprimary schools were not included in the sampling frame.

[4] Pupil-to-teacher ratios for elementary schools vary widely by state (see NCES E.D. Tabs, Public Elementary and Secondary Aggregate Data for School Year 1990-91 and Fiscal Year 1990, NCES 92-033). The national average for school year 1990-91 is about 19 pupils per teacher.

[5] The 59,589 schools in the sampling frame included 1,784 schools that provide instruction in the secondary grades 9 through 12 in addition to the elementary grades 1 through 6. These 1,784 schools account for about 3 percent of all elementary teachers.

only physical education, music, etc.), prekindergarten teachers, and any other teachers who did not teach a kindergarten through sixth grade class. Only full-time, regular elementary teachers were included in this survey because it was thought that their experience with performance evaluation might differ from that of secondary school teachers and special subject teachers. The scope of a Fast Response survey does not permit a large enough sample to compare subpopulations. A list of 8,869 teachers was compiled from the schools. Schools were asked to indicate which teachers were in their first year of teaching in that school. Nine percent of the teachers on the list were in their first year of teaching at the school. Because these teachers may not have had the opportunity to be formally evaluated, they were declared ineligible for this survey. From this modified list, a final sample of 1,070 teachers of grades K-6 was drawn. On average, two regular, full-time teachers were sampled from each school, one from kindergarten through grade 3 and one from grades 4 through 6. The survey data were weighted to reflect these sampling rates (probability of selection) and were adjusted for nonresponse.

Response Rates

At the first stage of sampling of 525 schools, 5 schools were found to be out of the scope of the study (because they were closed or otherwise not eligible). Of the remaining 520 eligible schools, 493 provided complete lists of teachers. The school-level response was 95 percent (493 responding schools divided by the 520 eligible schools in the sample).

In March 1993, questionnaires were mailed to 1,070 teachers at their schools. A copy of the survey form is attached to this report. Teachers were asked to complete the questionnaire with reference to their most recent teacher performance evaluation or, if they had not been evaluated previously, they were asked to provide general information and to complete the two opinion questions. Thirteen teachers were found to be out of scope (no longer at the school or otherwise not eligible), leaving 1,057 eligible teachers in the sample. Telephone followup of nonrespondents was initiated in mid-March; data collection was completed by late May with 986 teachers completing the survey. Of these, 541 teachers (55 percent) completed the mailed questionnaire, and telephone interviews were conducted with the remaining 445 teachers (45 percent). The teacher-level response was 93 percent (986 teachers completed the questionnaire divided by 1,057 eligible teachers in the sample). The overall study response rate was 88 percent (94.8 percent rate of school response multiplied by the 93.3 percent response rate at the teacher level). The weighted overall response rate was 91 percent (95.3 percent weighted school response rate multiplied by the 95.2 percent weighted teacher response rate). Item nonresponse ranged from 0.0 percent to 3.3 percent. The majority of items with missing data had a lower than 1 percent nonresponse rate; therefore, missing data were excluded from the analysis.

Sampling and Nonsampling Errors

The data were weighted to produce national estimates. The weights were designed to adjust for variable probabilities of selection and differential nonresponse. A final poststratification adjustment was made so that the weighted teacher counts equaled the corresponding estimated teacher counts from the CCD frame within cells defined by size of school, region, and urbanicity. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of the data. These errors can sometimes bias the data. Nonsampling errors may include such problems as the differences in the respondents' interpretation of the meaning of the questions, memory effects, misrecording of responses, incorrect editing, coding, and data entry, differences related to the particular time the survey was conducted, or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with elementary teachers like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics, the Office of Research, and the Center for Research on Educational Accountability and Teacher Evaluation (CREATE). Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of teachers reporting that their last teacher performance evaluation included a formally rated observation is 92 percent, and the estimated standard error is 1.0 percent. The 95 percent confidence interval for the statistic extends from [92 - (1.0 times 1.96)] to [92 + (1.0 times 1.96)], or from 90 to 94 percent.

Estimates of standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife

replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic (see Wolter 1985, Chapter 4). To construct the replications, 30 stratified subsamples of the full sample were created and then dropped one at a time to define 30 jackknife replicates (see Wolter 1985, page 183). A proprietary computer program (WESVAR), available at Westat, Inc., was used to calculate the estimates of standard errors. The software runs under IBM/OS and VAX/VMS systems.

Background Information

The survey was performed under contract with Westat, Inc., a research firm in Rockville, Maryland, using the Fast Response Survey System (FRSS). FRSS was established in 1975 by NCES. It was designed to collect small amounts of policy-oriented data quickly and with minimum burden on respondents. Over 45 surveys have been conducted through FRSS. Recent FRSS reports (available through the Government Printing Office) include the following:

- Public School Kindergarten Teachers' Views on Children's Readiness for School, 1993 (NCES 93-410).
- Public School District Survey on Safe, Disciplined, and Drug-Free Schools, E.D. TABS (NCES 92-008).
- Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools, E.D. TABS (NCES 92-007).
- Teacher Survey on Safe, Disciplined, and Drug-Free Schools, E.D. TABS (NCES 91-091).
- Services and Resources for Children in Public Libraries, 1988-89 (NCES 90-098).

Westat's Project Director was Elizabeth Farris, and the Survey Manager for the FRSS Survey on Teacher Performance Evaluations was Mary Jo Nolin. Judi Carpenter was the NCES Project Officer. The data were requested by Sue Klein, Office of Educational Research and Improvement, NCES, in coordination with Daniel Stufflebeam and Arlen Gullickson, Center for Research on Educational Accountability and Teacher Evaluation, Western Michigan University. Dr. Stufflebeam provided an initial draft of some survey items and collaborated with Westat and NCES on their further development.

The report was reviewed by John Crawford, Director of Planning and Education, Millard Public Schools; Rita Foy, Education Program Specialist, Learning and Instruction Division, Office of Research, NCES; Sue Klein, Office of Educational Research and Improvement, NCES; Robert Nearine, Special Assistant, Evaluation, Research and Testing, Hartford Public Schools; and Darrell Root, Assistant Professor of Educational Administration, University of Dayton. Within NCES, report reviewers were Sharon Bobbitt, Elementary/Secondary Education

Statistics Division; Patricia Dabbs, Education Assessment Division; Bernard Greene, Postsecondary Education Statistics Division; Mary Rollefson, Data Development Division; and Jeffrey Williams, Postsecondary Education Statistics Division.

For more information about the Fast Response Survey System or the Survey on Teacher Performance Evaluations, contact Judi Carpenter, Elementary/Secondary Education Statistics Division, Special Surveys and Analysis Branch, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5651, telephone (202) 219-1333.

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Definitions

Common Core of Data (CCD) Public School Universe - A data tape containing 85,000 records, one for each public elementary and secondary school in the 50 states, District of Columbia, and 5 outlying areas, as reported to the National Center for Education Statistics by the state education agencies for 1990-91. Records on this file contain the state and federal identification numbers, name, address, and telephone number of the school, county name and FIPS code, school type code, enrollment size, and other codes for selected characteristics of the school.

Teacher Performance Evaluation - The process of determining how well a person has fulfilled his or her teaching responsibilities.

Formal Evaluation - The totality of the systematic process of teacher performance evaluation within a given time period.

Urbanicity

City - A central city of a Metropolitan Statistical Area (MSA).

Urban fringe - A place within an MSA of a large or mid-size central city and defined as urban by the U.S. Bureau of Census.

Town - A place not within an MSA, but with a population greater than or equal to 2,500, and defined as urban by the U.S. Bureau of Census.

Rural - A place with a population less than 2,500 and defined as rural by the U.S. Bureau of Census.

Region

Northeast region - Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Central region - Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Southeast region - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

West region - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Tables of Estimates and Standard Errors

Table 1.--Percent of public elementary school teachers whose performance has been formally evaluated at their current school, number of evaluations, status when evaluated, date of last evaluation, and existence of written policies, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Number of formal evaluations in current school			Teacher certification status when last evaluated			Date of last evaluation		Written teacher evaluation policy exists		
	1-5	6-14	15 or more	Advanced	Standard	Probationary or temporary	Academic year 92/93	Academic year 91/92 or before	State has written policy	District has written policy	School has written policy
All teachers	29	42	29	21	74	5	72	28	56	90	80
Current teacher certification status											
Advanced	30	35	35	96	4	*	68	32	59	89	81
Standard	29	43	28	0	99	1	72	28	55	90	79
Probationary or temporary	34	59	8	0	0	100	81	19	57	95	91
Grade											
K through 3rd	30	41	30	21	75	4	72	28	56	90	80
4th through 6th	28	45	27	21	74	6	71	29	56	90	81
Number of years teaching in current school											
1 through 4	51	45	4	10	76	14	79	21	58	91	82
5 through 10	31	46	23	23	76	2	69	31	60	91	79
11 or more	11	36	54	27	72	1	68	32	52	90	80
Enrollment size of school											
Less than 400	27	40	33	20	75	4	74	26	48	93	83
400 - 600	35	35	29	23	74	4	69	31	55	90	80
More than 600	26	49	25	20	74	6	72	28	64	88	78
Urbanicity of school											
City	31	45	24	20	72	7	68	32	59	89	78
Urban fringe	30	45	25	22	73	3	72	28	57	93	77
Town	28	36	36	22	74	4	74	26	53	90	82
Rural	26	41	33	19	78	3	75	25	54	91	86

* Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 1a.--Standard errors of the percent of public elementary school teachers whose performance has been formally evaluated at their current school, number of evaluations, status when evaluated, date of last evaluation, and existence of written policies, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Number of formal evaluations in current school			Teacher certification status when last evaluated			Date of last evaluation		Written teacher evaluation policy exists		
	1-5	6-14	15 or more	Advanced	Standard	Probationary or temporary	Academic year 92/93	Academic year 91/92 or before	State has written policy	District has written policy	School has written policy
All teachers	1.5	2.0	2.0	1.5	1.6	1.0	1.3	1.3	2.0	1.2	1.4
Current teacher certification status											
Advanced	3.3	4.0	3.4	1.5	1.3	–	4.0	4.0	3.4	3.0	3.1
Standard	2.0	2.5	2.1	–	0.4	0.4	2.0	2.0	2.0	1.4	2.0
Probationary or temporary	7.0	7.5	5.0	–	–	–	7.2	7.2	6.2	3.2	5.2
Grade											
K through 3rd	2.0	2.4	2.2	2.2	2.4	1.0	2.0	2.0	2.2	1.5	2.0
4th through 6th	2.1	3.0	2.2	2.2	2.3	1.1	2.0	2.0	2.3	2.0	2.0
Number of years teaching in current school											
1 through 4	3.0	3.0	2.0	2.0	3.0	2.1	3.0	3.0	3.0	2.0	3.1
5 through 10	3.0	3.0	3.0	2.3	3.0	1.0	2.1	2.1	3.0	2.0	3.0
11 or more	2.0	3.0	3.0	3.0	3.0	0.4	3.0	3.0	3.0	2.0	3.0
Enrollment size of school											
Less than 400	3.0	3.3	3.3	3.0	3.0	1.2	3.5	3.5	4.4	2.0	3.0
400 - 600	4.0	4.0	3.0	3.0	3.3	1.5	3.2	3.2	3.1	2.0	2.0
More than 600	2.2	2.5	2.0	3.0	3.1	1.3	3.0	3.0	3.0	2.0	2.1
Urbanicity of school											
City	3.0	3.0	2.4	2.2	3.0	2.0	2.2	2.2	2.2	2.2	3.0
Urban fringe	4.0	4.0	4.0	3.1	3.1	1.0	3.0	3.0	3.0	2.0	3.0
Town	3.0	4.0	4.3	3.0	3.2	2.0	3.2	3.2	4.0	3.0	3.0
Rural	4.3	5.0	4.5	3.0	3.0	1.5	4.5	4.5	4.4	2.2	3.0

-- Estimate of standard error was not derived because it is based on a statistic estimated to be less than 0.5 percent or 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 2.--Percent of public elementary school teachers who report various evaluation procedures, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Evaluation procedures											
	Indicators of teacher performance[1]							Criteria known before evaluation	Teacher received verbal explanation	Teacher received written report	School has an appeal process	Teacher can submit written response
	Teacher test scores	Portfolios of teacher's work	Formally rated observations	Informal observations	Video-tapes	Student questionnaires	Student test scores					
All teachers	4	19	92	69	1	2	4	94	97	91	87	95
Teacher certification status when last evaluated												
Advanced	3	22	89	72	2	4	4	93	98	91	88	96
Standard	4	18	92	68	1	1	4	94	97	91	87	95
Probationary or temporary	9	20	95	64	0	1	6	96	97	93	89	90
Grade												
K through 3rd	4	19	92	69	1	1	4	94	97	91	87	94
4th through 6th	5	19	92	68	2	2	3	95	97	91	89	97
Number of years teaching in current school												
1 through 4	5	23	92	67	2	2	3	93	98	90	88	94
5 through 10	3	18	92	69	1	1	5	94	98	92	89	95
11 or more	5	17	92	69	1	2	4	95	96	90	85	95
Enrollment size of school												
Less than 400	4	17	93	76	1	1	3	94	97	94	85	95
400 - 600	3	21	92	67	3	2	4	94	96	91	86	95
More than 600	5	19	90	65	*	2	4	95	98	89	90	96
Urbanicity of school												
City	5	21	92	69	1	1	6	94	99	88	86	92
Urban fringe	4	17	93	68	1	2	3	95	97	92	90	98
Town	6	21	89	69	2	2	2	95	98	91	86	96
Rural	2	15	93	69	1	2	4	91	93	94	86	95

*Less than 0.5 percent.

[1]Percents add more than 100 because teachers reported multiple indicators.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

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Table 2a.--Standard errors of the percent of public elementary school teachers who report various evaluation procedures by selected teacher and school characteristics: 1993

Teacher and school characteristic	Evaluation procedures											
	Indicators of teacher performance							Criteria known before evaluation	Teacher received verbal explanation	Teacher received written report	School has an appeal process	Teacher can submit written response
	Teacher test scores	Portfolios of teacher's work	Formally rated observations	Informal observations	Video-tapes	Student questionnaires	Student test scores					
All teachers	1.0	1.3	1.0	2.0	0.4	0.4	1.0	1.0	1.0	1.0	2.0	1.0
Teacher certification status when last evaluated												
Advanced	1.3	2.4	2.0	4.0	1.0	1.4	1.5	2.1	2.4	1.0	3.0	1.4
Standard	1.0	2.0	1.2	2.0	0.4	0.4	1.0	1.0	1.0	1.0	2.0	1.0
Probationary or temporary	5.0	6.0	3.0	7.0	–	1.3	4.2	3.0	4.0	2.2	5.0	5.0
Grade												
K through 3rd	1.0	2.0	1.2	2.0	0.4	0.5	1.1	1.1	1.1	1.0	2.3	1.2
4th through 6th	1.0	2.2	1.2	2.0	1.0	1.0	1.0	1.0	1.4	1.0	1.3	1.1
Number of years teaching in current school												
1 through 4	1.5	2.3	2.0	3.2	1.0	1.0	1.0	2.0	1.5	1.0	2.0	2.0
5 through 10	1.0	2.3	2.0	3.3	1.0	1.0	2.0	1.1	2.0	1.0	2.0	1.4
11 or more	1.3	2.0	2.0	2.2	0.5	1.0	1.0	1.4	2.0	1.1	3.0	1.2
Enrollment size of school												
Less than 400	1.0	3.0	2.1	3.0	0.4	1.0	1.2	1.4	2.0	1.0	2.4	2.0
400 - 600	1.0	4.0	2.0	3.0	1.1	1.0	2.0	2.0	2.2	1.4	3.0	1.4
More than 600	1.3	2.4	2.0	3.1	0.2	1.0	1.3	1.4	1.5	1.0	2.0	1.3
Urbanicity of school												
City	1.2	3.0	2.0	3.0	1.0	1.0	2.0	1.3	2.0	1.0	2.0	2.0
Urban fringe	2.0	2.3	1.4	3.1	1.0	1.0	1.1	2.0	2.5	1.0	2.0	1.1
Town	2.0	3.1	3.0	4.0	1.2	1.0	1.1	2.0	2.2	1.0	2.2	1.3
Rural	1.1	4.0	2.0	4.3	0.4	1.1	2.0	2.3	2.1	2.5	4.2	2.0

-- Estimate of standard error was not derived because it is based on a statistic estimated to be less than 0.5 percent or 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 3.--Percent of public elementary school teachers indicating whether various aspects of teaching should be considered, the extent to which each was considered in their last teacher performance evaluation, and perception of the competence level of the evaluating person or group: 1993

Aspect of teaching	Should be considered	Extent to which it was considered			Perception of evaluator's competence to evaluate		
		Great	Moderate	Small or not at all	Great	Moderate	Small or not at all
Overall teacher performance	99	90	9	1	73	24	3
Subject matter knowledge	99	65	32	3	62	32	5
Classroom management	99	84	16	1	74	23	3
Instructional techniques	99	84	14	2	68	28	4
Helping each student achieve	97	63	30	8	63	29	8
Teaching demands unique to the students in the classroom	95	53	33	14	55	35	10
Equitable treatment of students and colleagues	89	43	29	28	59	29	13
Professional development activities	80	34	39	27	57	30	13
Cooperation with other school personnel	78	32	36	32	55	31	14
Neighborhood or school problems affecting one's teaching	69	13	27	60	44	33	23
Involving parents in the learning process	65	14	29	57	43	33	24
Grading methods	56	10	29	61	38	36	27
Test construction skills	49	7	25	68	33	36	31

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 3a.--Standard errors of the percent of public elementary school teachers indicating whether various aspects of teaching should be considered, the extent to which each was considered in their last teacher performance evaluation, and perception of the competence level of the evaluating person or group: 1993

Aspect of teaching	Should be considered	Extent to which it was considered			Perception of evaluator's competence to evaluate		
		Great	Moderate	Small or not at all	Great	Moderate	Small or not at all
Overall teacher performance	0.3	1.1	1.0	0.3	2.0	2.0	1.0
Subject matter knowledge	0.4	2.0	2.0	1.0	1.5	1.5	1.0
Classroom management	0.4	1.2	1.1	0.3	1.5	2.0	1.0
Instructional techniques	0.4	1.5	1.5	0.5	1.5	1.5	1.0
Helping each student achieve	1.0	1.5	2.0	1.0	1.5	1.5	1.0
Teaching demands unique to the students in the classroom	1.0	1.5	2.0	1.1	2.0	2.0	1.2
Equitable treatment of students and colleagues	1.1	2.0	2.0	2.0	2.0	2.0	1.3
Professional development activities	1.1	1.4	1.5	1.4	2.0	2.0	1.1
Cooperation with other school personnel	1.1	2.0	2.0	1.3	2.0	2.0	1.3
Neighborhood or school problems affecting one's teaching	2.0	1.2	1.4	1.4	1.5	2.0	2.0
Involving parents in the learning process	1.4	1.0	2.0	2.1	2.0	2.0	2.0
Grading methods	2.0	1.0	1.5	1.5	2.0	2.0	2.0
Test construction skills	2.0	1.0	1.3	1.3	2.0	1.5	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 4.--Percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and that should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Overall teaching performance		Subject matter knowledge		Classroom management		Instructional techniques	
	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered
All teachers	90	99	65	99	84	99	84	99
Teacher certification status when last evaluated								
Advanced	93	99	73	97	86	99	83	98
Standard	89	100	63	99	83	99	85	99
Probationary or temporary	88	100	60	99	82	97	81	100
Grade								
K through 3rd	91	99	65	98	85	99	85	99
4th through 6th	88	100	66	100	82	100	83	99
Number of years teaching in current school								
1 through 4	90	100	60	97	85	99	86	100
5 through 10	92	100	66	100	82	99	85	99
11 or more	88	99	69	98	84	99	82	98
Enrollment size of school								
Less than 400	89	100	66	100	83	100	84	98
400 - 600	90	99	64	97	82	97	82	99
More than 600	91	99	66	99	85	100	86	99
Urbanicity of school								
City	89	99	65	98	84	99	82	99
Urban fringe	94	100	65	99	86	100	88	99
Town	89	99	67	98	84	99	87	99
Rural	87	100	64	99	80	98	80	97

Table 4.--Percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and that should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

Teacher and school characteristic	Helping each student achieve		Teaching demands unique to the students		Equitable treatment of students and colleagues		Professional development activities	
	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered
All teachers	63	97	53	95	43	89	34	80
Teacher certification status when last evaluated								
Advanced	69	97	57	98	46	87	37	79
Standard	61	97	57	94	42	89	34	80
Probationary or temporary	64	94	55	93	39	93	34	85
Grade								
K through 3rd	65	97	56	94	43	88	35	79
4th through 6th	60	95	48	95	42	90	33	82
Number of years teaching in current school								
1 through 4	64	96	55	95	43	89	34	81
5 through 10	61	96	52	94	43	87	35	78
11 or more	63	98	57	94	42	91	34	82
Enrollment size of school								
Less than 400	64	97	49	95	39	88	35	80
400 - 600	63	96	52	94	47	92	35	81
More than 600	62	97	55	95	42	87	33	80
Urbanicity of school								
City	60	97	51	95	41	89	30	83
Urban fringe	69	98	59	94	43	87	41	77
Town	64	96	52	95	49	90	39	82
Rural	57	95	46	94	35	90	26	77

Table 4.--Percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and that should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

Teacher and school characteristic	Cooperation with school personnel		Neighborhood and school problems		Involving parents in the learning process		Grading methods		Test construction skills	
	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered
All teachers	31	78	12	69	14	65	10	56	7	49
Teacher certification status when last evaluated										
Advanced	37	83	15	75	23	72	15	63	8	51
Standard	30	77	11	68	11	64	10	54	7	47
Probationary or temporary	26	74	20	72	19	68	4	50	7	62
Grade										
K through 3rd	32	79	12	69	15	66	9	54	7	45
4th through 6th	31	78	13	69	12	64	12	59	8	54
Number of years teaching in current school										
1 through 4	29	80	14	72	14	67	8	59	4	52
5 through 10	29	77	11	69	14	63	11	51	8	45
11 or more	36	78	12	68	13	66	12	58	9	49
Enrollment size of school										
Less than 400	37	81	11	64	15	64	11	56	4	48
400-600	30	79	16	73	14	66	8	54	8	46
More than 600	29	76	11	70	13	66	12	57	9	51
Urbanicity of school										
City	29	79	17	76	15	67	10	57	9	51
Urban fringe	34	80	16	68	15	62	11	57	7	48
Town	35	77	8	65	14	68	10	54	7	44
Rural	27	78	5	64	10	64	9	55	6	50

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 4a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Overall teaching performance		Subject matter knowledge		Classroom management		Instructional techniques	
	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered
All teachers	1.1	0.3	2.0	0.4	1.2	0.4	1.5	0.4
Teacher certification status when last evaluated								
Advanced	2.0	1.0	3.4	1.3	2.5	1.0	3.0	1.1
Standard	1.2	0.3	2.0	0.4	1.5	0.4	2.0	1.0
Probationary or temporary	7.4	–	9.0	1.0	5.3	3.0	6.0	–
Grade								
K through 3rd	1.4	0.4	2.2	1.0	2.0	1.0	2.0	1.0
4th through 6th	2.0	0.3	2.3	0.2	1.5	0.3	2.2	1.0
Number of years teaching in current school								
1 through 4	2.1	–	3.0	1.1	2.2	1.0	2.1	–
5 through 10	2.0	0.3	3.0	0.3	3.0	1.0	3.0	1.0
11 or more	2.1	1.0	3.1	1.0	2.4	0.5	2.0	1.0
Enrollment size of school								
Less than 400	2.0	0.3	4.0	0.5	3.0	–	2.4	1.0
400 - 600	2.0	1.0	3.3	1.1	3.0	1.2	3.0	1.0
More than 600	2.0	0.4	3.0	0.4	2.0	0.4	2.3	1.0
Urbanicity of school								
City	2.0	0.4	4.0	1.0	3.0	1.0	3.0	1.0
Urban fringe	1.4	0.5	3.0	1.0	2.4	0.5	2.1	1.0
Town	2.3	1.0	3.5	1.0	2.3	1.0	3.0	0.5
Rural	3.0	–	4.0	1.0	3.4	1.4	3.4	1.4

Table 4a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

Teacher and school characteristic	Helping each student achieve		Teaching demands unique to the students		Equitable treatment of students and colleagues		Professional development activities	
	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered
All teachers	1.5	1.0	1.5	1.0	2.0	1.1	1.4	1.1
Teacher certification status when last evaluated								
Advanced	4.0	1.1	4.3	1.0	4.0	2.4	3.4	4.0
Standard	2.0	1.0	2.0	1.0	2.0	1.3	2.0	1.4
Probationary or temporary	9.0	4.0	7.1	4.2	9.0	3.5	6.1	6.0
Grade								
K through 3rd	2.3	1.0	2.0	1.1	2.1	1.4	2.0	1.3
4th through 6th	3.0	1.1	2.4	1.1	2.2	2.0	2.0	2.0
Number of years teaching in current school								
1 through 4	2.3	1.2	3.1	1.3	3.5	2.2	3.0	2.4
5 through 10	3.0	1.4	3.1	1.2	3.0	2.1	3.0	3.0
11 or more	3.2	1.0	3.1	1.4	3.0	2.0	3.0	2.0
Enrollment size of school								
Less than 400	3.0	1.2	3.0	2.0	3.3	2.4	3.3	2.5
400 - 600	3.1	1.3	3.0	1.5	3.1	2.0	3.0	2.0
More than 600	3.0	1.0	2.3	1.2	3.0	2.0	2.4	2.0
Urbanicity of school								
City	3.0	1.0	3.1	1.2	3.0	2.0	2.5	2.2
Urban fringe	3.0	1.1	3.0	1.5	3.4	3.0	3.3	3.0
Town	4.1	2.0	3.0	2.0	3.4	2.1	4.0	2.3
Rural	4.5	2.0	4.0	2.0	4.2	2.1	4.0	3.5

Table 4a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that were actually considered to a great extent and should be considered in formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

Teacher and school characteristic	Cooperation with school personnel		Neighborhood and school problems		Involving parents in the learning process		Grading methods		Test construction skills	
	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered	Was considered	Should be considered
All teachers	2.0	1.1	1.2	2.0	1.0	1.4	1.0	2.0	1.0	2.0
Teacher certification status when last evaluated										
Advanced	4.4	3.0	3.5	3.3	3.3	4.0	2.4	2.5	2.2	3.3
Standard	2.2	2.0	1.3	2.1	1.3	2.0	1.0	2.0	1.0	2.1
Probationary or temporary	8.0	6.4	7.1	6.0	6.1	8.0	3.0	8.2	4.2	9.1
Grade										
K through 3rd	2.4	2.0	2.0	2.2	1.4	2.0	1.3	2.1	1.0	2.4
4th through 6th	2.3	2.0	2.0	2.4	2.0	3.0	2.0	2.1	1.2	3.0
Number of years teaching in current school										
1 through 4	4.0	2.4	2.0	3.0	2.0	3.0	1.5	3.2	1.3	3.0
5 through 10	3.0	2.3	2.0	3.2	2.1	2.5	1.4	3.0	2.0	3.0
11 or more	3.1	3.0	2.2	3.1	2.2	2.4	2.0	2.3	2.0	3.0
Enrollment size of school										
Less than 400	3.3	2.3	2.0	4.0	2.4	3.1	2.2	4.0	1.3	4.0
400-600	4.0	2.4	3.0	2.4	2.0	2.4	2.0	3.0	2.0	3.1
More than 600	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	1.2	2.4
Urbanicity of school										
City	3.0	2.3	2.0	3.0	2.0	2.5	2.3	3.0	2.0	3.0
Urban fringe	3.4	2.3	3.0	4.0	3.0	3.2	2.2	3.1	2.0	4.0
Town	3.3	3.0	2.1	4.0	2.3	3.2	2.3	3.4	2.0	3.2
Rural	5.0	4.0	1.4	4.0	3.2	4.0	3.0	4.0	2.1	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 5.--Percent of public elementary school teachers reporting various reasons for and outcomes of their last evaluation, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Reasons for last evaluation[1]				Evaluation outcome		
	Regularly scheduled evaluated	Tenure	Merit pay	Other reasons[2]	An accurate assessment of teaching performance	Opportunity to design plan for professional development	Useful for improving teaching
All teachers	97	9	6	1	89	63	74
Teacher certification status when last evaluated							
Advanced	96	6	4	1	91	69	79
Standard	98	8	6	1	88	61	72
Probationary or temporary	95	24	4	0	93	75	83
Grade							
K through 3rd	97	8	6	1	90	60	74
4th through 6th	98	10	5	1	88	68	73
Number of years teaching in current school							
1 through 4	97	17	4	2	88	61	76
5 through 10	97	8	6	1	90	65	73
11 or more	98	3	7	*	89	63	73
Enrollment size of school							
Less than 400	99	9	5	1	85	62	68
400 - 600	96	7	4	1	90	62	75
More than 600	97	10	7	1	91	65	77
Urbanicity of school							
City	98	11	5	1	87	62	74
Urban fringe	97	8	7	1	91	66	78
Town	96	10	5	0	90	62	75
Rural	99	4	6	1	87	62	66

[1]Percents add to more than 100 because teachers reported more than one reason.

[2]"Other reasons" include for a promotion or at the teacher's request.

* Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 5a.--Standard errors of the percent of public elementary school teachers reporting various reasons for and outcomes of their last evaluation, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Reasons for last evaluation				Evaluation outcome		
	Regularly scheduled evaluated	Tenure	Merit pay	Other reasons	An accurate assessment of teaching performance	Opportunity to design plan for professional development	Useful for improving teaching
All teachers	1.0	1.0	1.0	1.2	1.0	2.0	1.3
Teacher certification status when last evaluated							
Advanced	1.5	2.0	2.0	3.1	2.0	4.0	3.0
Standard	1.0	1.0	1.2	1.1	1.0	2.0	2.0
Probationary or temporary	4.0	6.2	3.0	7.2	4.0	7.3	5.1
Grade							
K through 3rd	1.0	1.1	1.4	2.0	1.4	2.4	2.2
4th through 6th	1.0	2.0	1.2	1.5	2.0	2.1	2.0
Number of years teaching in current school							
1 through 4	1.1	2.0	1.2	2.5	2.0	3.1	2.1
5 through 10	1.3	2.0	2.0	1.4	2.0	3.0	3.0
11 or more	1.0	1.0	2.0	2.0	2.0	3.2	2.1
Enrollment size of school							
Less than 400	1.0	1.3	1.5	2.0	2.0	4.0	3.4
400 - 600	1.3	2.0	1.3	3.0	2.0	3.3	3.0
More than 600	1.0	2.0	2.3	1.3	1.5	2.1	2.0
Urbanicity of school							
City	1.0	2.1	2.0	2.2	2.5	3.0	3.0
Urban fringe	1.1	2.3	2.5	1.4	2.0	3.0	3.0
Town	1.5	2.1	2.0	3.0	2.2	3.5	3.5
Rural	1.0	1.4	2.0	3.0	3.2	5.0	4.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 6.--Percent of public elementary school teachers indicating the extent to which various uses of teacher performance evaluations are an objective and should be an objective in their school: 1993

Use of teacher performance evaluations	Is an objective				Should be an objective			
	Great extent	Moderate extent	Small extent	Not at all	Great extent	Moderate extent	Small extent	Not at all
To guide improvement of teaching skills	61	30	8	2	81	18	1	*
To recognize and reinforce teaching excellence	51	30	13	8	70	24	4	3
To help teachers focus on student outcomes	46	33	14	8	62	29	5	3
To plan inservice education activities	33	34	18	16	51	36	9	5
To make tenure and promotion decisions	32	24	16	29	33	39	14	15
To discharge incompetent teachers	18	27	31	24	45	33	14	8
To help teachers define standards for their peers	13	23	21	42	23	38	19	20
To determine teachers' pay levels	9	8	9	75	14	23	13	50
To give administrators greater control over teacher job performance	15	32	25	27	11	32	26	31

* Less than 0.5 percent.

NOTE: Percents may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 6a.--Standard errors of the percent of public elementary school teachers indicating the extent to which various uses of teacher performance evaluations are an objective and should be an objective in their school: 1993

Use of teacher performance evaluations	Is an objective				Should be an objective			
	Great extent	Moderate extent	Small extent	Not at all	Great extent	Moderate extent	Small extent	Not at all
To guide improvement of teaching skills	2.0	1.4	1.0	0.3	1.4	1.4	0.3	0.1
To recognize and reinforce teaching excellence	2.0	2.0	1.3	1.1	2.0	2.0	1.0	1.0
To help teachers focus on student outcomes	1.4	1.5	1.0	1.2	2.0	2.0	1.0	1.0
To plan inservice education activities	2.0	1.4	2.0	1.3	2.0	2.0	1.0	1.0
To make tenure and promotion decisions	2.1	2.0	1.4	2.0	2.0	2.0	1.3	1.4
To discharge incompetent teachers	2.0	1.5	2.0	1.3	2.0	2.0	1.1	1.0
To help teachers define standards for their peers	1.1	1.4	2.0	2.0	1.1	2.0	2.0	1.5
To determine teachers' pay levels	1.3	1.0	1.0	2.0	1.2	1.4	1.3	2.1
To give administrators greater control over teacher job performance	1.3	2.0	1.3	2.0	1.0	1.4	2.0	1.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 7.--Percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance evaluations, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Guide improvement of teaching skills		Recognize and reinforce teaching excellence		Help teachers focus on student outcomes		Plan inservice education activities		Make tenure and promotion decisions	
	Is an objective	Should be an objective	Is an objective	Should be objective	Is an objective	Should be an objective	Is an objective	Should be an objective	Is an objective	Should be an objective
All teachers	61	81	50	70	46	62	33	51	32	33
Teacher certification status when last evaluated										
Advanced	58	81	51	73	48	66	37	59	33	30
Standard	62	80	47	69	44	61	31	49	31	33
Probationary or temporary	67	86	61	68	60	66	51	52	40	39
Grade										
K through 3rd	61	80	50	69	46	63	33	50	31	32
4th through 6th	62	82	51	71	45	61	33	54	32	34
Number of years teaching in current school										
1 through 4	62	82	52	73	50	67	29	50	35	35
5 through 10	61	79	53	73	45	62	34	51	30	33
11 or more	61	82	47	65	43	60	36	52	30	31
Enrollment size of school										
Less than 400	60	81	46	68	41	59	25	45	35	36
400 - 600	62	81	53	68	48	65	34	54	32	33
More than 600	62	81	52	73	48	63	38	54	28	31
Urbanicity of school										
City	59	80	47	69	45	61	38	55	33	34
Urban fringe	65	83	53	75	57	64	33	45	30	36
Town	61	82	53	66	47	65	33	58	35	31
Rural	60	79	50	69	36	60	23	44	26	28

Table 7.--Percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

Teacher and school characteristic	Discharge incompetent teachers		Help teachers define standards for peers		Determine teachers' pay level		Give administrators greater control	
	Is an objective	Should be an objective	Is an objective	Should be objective	Is an objective	Should be an objective	Is an objective	Should be an objective
All teachers	18	45	13	23	9	14	15	11
Teacher certification status when last evaluated								
Advanced	16	43	15	26	8	17	14	9
Standard	18	45	12	23	9	13	16	12
Probationary or temporary	23	43	20	19	9	15	11	12
Grade								
K through 3rd	17	42	13	21	9	14	17	11
4th through 6th	19	48	14	26	7	13	13	12
Number of years teaching in current school								
1 through 4	12	39	12	23	9	16	11	11
5 through 10	19	45	13	22	10	14	19	11
11 or more	22	48	14	24	7	13	16	12
Enrollment size of school								
Less than 40	22	44	9	19	5	12	18	13
400 - 600	16	44	13	22	10	14	14	9
More than 600	16	45	17	27	10	16	15	12
Urbanicity of school								
City	17	41	16	27	13	16	14	11
Urban fringe	17	48	12	21	7	16	15	14
Town	17	45	16	23	7	10	14	7
Rural	22	46	7	20	6	12	21	14

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Table 7a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance evaluations, by selected teacher and school characteristics: 1993

Teacher and school characteristic	Guide improvement of teaching skills		Recognize and reinforce teaching excellence		Help teachers focus on student outcomes		Plan inservice education activities		Make tenure and promotion decisions	
	Is an objective	Should be an objective	Is an objective	Should be objective	Is an objective	Should be an objective	Is an objective	Should be an objective	Is an objective	Should be an objective
All teachers	2.0	1.4	2.0	1.8	1.4	1.8	2.0	1.8	2.1	1.6
Teacher certification status when last evaluated										
Advanced	4.1	3.2	5.0	3.6	3.5	3.9	4.0	3.3	3.3	3.2
Standard	2.0	1.7	2.4	2.1	2.0	2.3	2.0	2.2	2.5	2.0
Probationary or temporary	7.3	5.6	8.0	8.9	7.1	5.4	7.2	9.4	7.0	6.2
Grade										
K through 3rd	2.2	2.0	3.0	2.7	2.0	2.6	2.1	2.0	2.5	2.2
4th through 6th	2.3	1.8	2.2	2.3	2.2	2.3	3.0	2.7	3.0	2.2
Number of years teaching in current school										
1 through 4	3.0	2.6	3.4	2.9	3.0	3.6	3.4	3.0	3.2	2.8
5 through 10	3.0	2.7	3.2	2.6	3.0	2.6	3.0	3.2	3.3	2.5
11 or more	2.5	1.8	3.3	3.1	3.0	2.2	3.0	3.0	3.1	2.4
Enrollment size of school										
Less than 400	3.3	2.4	4.2	3.4	3.3	3.0	3.0	3.3	4.0	3.5
400 - 600	3.1	3.0	3.0	2.6	3.4	2.9	3.2	3.2	3.2	3.3
More than 600	3.0	2.4	2.2	2.3	2.3	3.2	3.0	2.7	3.0	2.6
Urbanicity of school										
City	3.0	2.9	2.3	2.6	3.2	3.3	3.0	3.3	4.0	3.0
Urban fringe	4.0	2.8	3.5	3.2	3.1	2.5	3.3	3.5	4.0	3.4
Town	3.5	2.3	4.4	4.2	4.4	2.9	4.2	3.3	4.1	3.3
Rural	3.4	2.4	4.2	3.8	4.0	3.1	3.5	3.7	4.0	3.7

Table 7a.--Standard errors of the percent of public elementary school teachers indicating various aspects of teaching that are an objective and should be an objective to a great extent of formal teacher performance evaluations, by selected teacher and school characteristics: 1993 -- Continued

Teacher and school characteristic	Discharge incompetent teachers		Help teachers define standards for peers		Determine teachers' pay level		Give administrators greater control	
	Is an objective	Should be an objective	Is an objective	Should be objective	Is an objective	Should be an objective	Is an objective	Should be an objective
All teachers	2.0	1.7	1.1	1.1	1.3	1.2	1.3	1.0
Teacher certification status when last evaluated								
Advanced	2.4	3.1	2.3	3.2	2.0	2.5	3.1	1.6
Standard	2.0	2.5	1.2	1.3	1.5	1.4	2.0	1.2
Probationary or temporary	6.1	8.3	8.0	7.6	4.0	4.7	5.4	5.6
Grade								
K through 3rd	2.0	2.0	1.3	1.5	2.0	1.7	2.0	1.3
4th through 6th	2.3	2.8	2.0	2.3	1.0	1.7	2.0	1.8
Number of years teaching in current school								
1 through 4	2.0	3.4	2.4	2.7	2.0	1.7	2.0	2.3
5 through 10	3.0	3.2	2.0	2.4	2.5	2.0	2.4	1.8
11 or more	2.4	3.3	2.0	2.5	1.4	1.7	3.0	2.0
Enrollment size of school								
Less than 400	3.0	3.2	1.5	1.8	2.0	2.3	3.0	2.2
400 - 600	2.3	2.5	2.2	2.8	2.4	2.2	2.3	1.5
More than 600	2.0	3.0	2.1	2.6	2.0	1.8	2.0	1.6
Urbanicity of school								
City	3.0	3.0	2.2	2.5	3.0	2.0	3.0	1.9
Urban fringe	3.2	3.6	2.0	2.9	2.0	2.6	2.3	2.3
Town	3.0	3.1	3.0	2.9	2.0	2.3	2.2	2.0
Rural	3.4	4.3	2.0	2.8	2.0	2.5	4.0	3.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, Survey on Teacher Performance Evaluations, FRSS 44, 1993.

Survey Form

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651 **SURVEY ON TEACHER PERFORMANCE EVALUATIONS** FAST RESPONSE SURVEY SYSTEM	FORM APPROVED O.M.B. No.: 1850-0681 EXPIRATION DATE: 11/93

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Teacher performance evaluation - the process of determining how well a person has fulfilled his or her teaching responsibilities.

Formal evaluation - the totality of the systematic process of teacher performance evaluation within a given time period.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL

Name of person completing this form:_____ Telephone:_____

What is the best day/time to reach you at this number, if we have any questions? _____Day _____Time

RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CALL:
WESTAT, INC. 1650 Research Boulevard Rockville, Maryland 20850 Attention: 928112	Mary Jo Nolin 1-800-937-8281, ext. 2031

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NCES Form No. 2379-44, 3/93

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1. What is your teacher certification status? *(Circle one.)*

Advanced professional certification	1
Regular or standard state certification (the standard certification offered in your state)	2
Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period)	3
Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)	4

2. What grade levels (or grade equivalent) do you currently teach? *(Circle all that apply.)*

K 1 2 3 4 5 6 7 8 9 10 11 12

3. How many years have you been teaching full time? *(Exclude breaks in service and any years you were student teaching or substitute teaching.)* Total years teaching _____ Years in current school _____

4. Does your state, district, or school have a written policy on teacher performance evaluations?

		Yes	No	Don't know
a.	State has a written policy	1	2	3
b.	District has a written policy	1	2	3
c.	School has a written policy	1	2	3

5. Has your teaching performance been formally evaluated since you started teaching in your current school?

Yes 1
No 2

If yes, how many times? _____

The remaining questions refer to the evaluation process in your current school. ***If you have never been formally evaluated at your current school, please skip to the questions on the back of the questionnaire.***

6. In what academic year were you last formally evaluated in your current school? AY 19__ - ____

7. What was your teacher certification status when you were last evaluated? *(Circle one.)*

Advanced professional certification	1	Probationary certification	3
Regular or standard state certification	2	Temporary, provisional, or emergency certification	4

8. Was your last evaluation conducted...

		Yes	No			Yes	No
a.	As a regularly scheduled evaluation?	1	2	d.	For merit pay?	1	2
b.	For tenure?	1	2	e.	Because you requested it?	1	2
c.	For a promotion?	1	2	f.	Other (*specify*)_____	1	2

9. Which of the following were used in evaluating your teaching performance the last time you were evaluated?

		Yes	No			Yes	No
a.	Student test scores	1	2	e.	Informal observations	1	2
b.	Teacher subject matter test scores	1	2	f.	Student questionnaires	1	2
c.	Portfolios of your work	1	2	g.	Videotapes	1	2
d.	Formally rated observations	1	2	h.	Other (*specify*)_____	1	2

10. Who was involved in evaluating your teaching performance the last time you were evaluated?

		Yes	No			Yes	No
a.	Your principal	1	2	e.	A group of teachers	1	2
b.	Administrator at your school other than the principal	1	2	f.	State inspector or evaluator	1	2
				g.	School board	1	2
c.	District administrator or evaluator from outside your school	1	2	h.	Students	1	2
				i.	Parents	1	2
d.	Master teacher	1	2	j.	Other (*specify*)_____	1	2

11. Of those persons listed in question 10a-j, who had the most important role in evaluating your teaching performance? *(Write the letter from a to j that corresponds to the person or group.)* _____

12. Below are aspects of teaching. In column A, indicate to what extent each aspect **was** considered in evaluating your teaching performance the last time you **were evaluated**. In column B, indicate whether each aspect **should be** considered in evaluating teaching performance. In column C, indicate your perception of the competence level to evaluate each aspect of teaching possessed by the person or group who last evaluated your teaching performance.

		A. Considered in last evaluation			B. Should be considered		C. Perception of evaluator's competence		
		Great extent	Moderate extent	Small or not at all	Yes	No	Great	Moderate	Small or none
a.	Overall teaching performance	1	2	3	1	2	1	2	3
b.	Subject matter knowledge	1	2	3	1	2	1	2	3
c.	Classroom management	1	2	3	1	2	1	2	3
d.	Instructional techniques	1	2	3	1	2	1	2	3
e.	Test construction skills	1	2	3	1	2	1	2	3
f.	Grading methods	1	2	3	1	2	1	2	3
g.	Involving parents in the learning process	1	2	3	1	2	1	2	3
h.	Helping each student achieve according to his or her ability	1	2	3	1	2	1	2	3
i.	Cooperation with other school personnel	1	2	3	1	2	1	2	3
j.	Equitable treatment of students and colleagues regardless of race, sex, economic status, etc.	1	2	3	1	2	1	2	3
k.	Professional development activities	1	2	3	1	2	1	2	3
l.	Teaching demands unique to the students in the classroom	1	2	3	1	2	1	2	3
m.	Neighborhood and school problems affecting one's teaching	1	2	3	1	2	1	2	3

		Yes	No
13.	Were the criteria used in the last evaluation of your teaching performance known to you prior to the evaluation process?	1	2
14.	Did you receive a written report of your last evaluation?	1	2
15.	Did you receive a verbal explanation of your last evaluation?	1	2
16.	Is there an appeal process for evaluations at your school?	1	2
17.	Can you submit a written response to your evaluation that becomes part of your permanent file?	1	2
18.	Did you have the opportunity to design a plan for your professional development following your last evaluation?	1	2
19.	Did the information collected the last time you were evaluated provide an accurate assessment of your teaching performance?	1	2
20.	Was your last evaluation useful to you for improving your teaching?	1	2

21. Below are ways that teacher performance evaluations can be used. In column A, indicate to what extent each **is** an objective in your school. In column B, indicate to what extent each **should be** an objective in your school.

		A. Is an objective				B. Should be an objective			
		Great extent	Moderate extent	Small extent	Not at all	Great extent	Moderate extent	Small extent	Not at all
a.	To guide improvement of teaching skills	1	2	3	4	1	2	3	4
b.	To plan inservice education activities	1	2	3	4	1	2	3	4
c.	To discharge incompetent teachers	1	2	3	4	1	2	3	4
d.	To determine teachers' pay levels	1	2	3	4	1	2	3	4
e.	To help teachers focus on student outcomes	1	2	3	4	1	2	3	4
f.	To give administrators greater control over teacher job performance	1	2	3	4	1	2	3	4
g.	To recognize and reinforce teaching excellence	1	2	3	4	1	2	3	4
h.	To make tenure and promotion decisions	1	2	3	4	1	2	3	4
i.	To help teachers define standards for their peers	1	2	3	4	1	2	3	4

Please keep a copy of this questionnaire for your records. Thank you for responding.

*If you have **never** been formally evaluated in your current school, please answer the following opinion questions.*

22. Below are aspects of teaching. Indicate whether each aspect **should be** considered in evaluating teaching performance.

		Should be considered	
		Yes	No
a.	Overall teaching performance	1	2
b.	Subject matter knowledge	1	2
c.	Classroom management	1	2
d.	Instructional techniques	1	2
e.	Test construction skills	1	2
f.	Grading methods	1	2
g.	Involving parents in the learning process	1	2
h.	Helping each student achieve according to his or her ability	1	2
i.	Cooperation with other school personnel	1	2
j.	Equitable treatment of students and colleagues regardless of race, sex, economic status, etc.	1	2
k.	Professional development activities	1	2
l.	Teaching demands unique to the students in the classroom	1	2
m.	Neighborhood and school problems affecting one's teaching	1	2

23. Below are ways that teacher performance evaluations can be used. Indicate to what extent each **should be** an objective for teacher performance evaluations.

		Should be an objective			
		Great extent	Moderate extent	Small extent	Not at all
a.	To guide improvement of teaching skills	1	2	3	4
b.	To plan inservice education activities	1	2	3	4
c.	To discharge incompetent teachers	1	2	3	4
d.	To determine teachers' pay levels	1	2	3	4
e.	To help teachers focus on student outcomes	1	2	3	4
f.	To give administrators greater control over teacher job performance	1	2	3	4
g.	To recognize and reinforce teaching excellence	1	2	3	4
h.	To make tenure and promotion decisions	1	2	3	4
i.	To help teachers define standards for their peers	1	2	3	4

Please keep a copy of this questionnaire for your records. Thank you for responding.

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